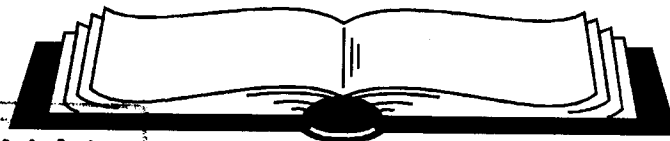


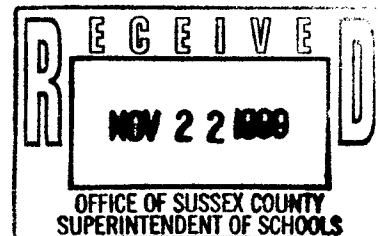
NEW JERSEY

1999-2000

Guidelines and Application



BEST ORIGINAL PRACTICES



**Deadline for Application to County Office:
NOVEMBER 22, 1999**

Category	<u>Citizenship/Character Education</u>	(Application is limited to one category. See page 3 for details.)
Practice Name	<u>Rewind Theatre</u>	
Number of Schools with Practice	<u>1</u>	(If more than one school or district, read and complete information on page 2.)

County	<u>Sussex</u>		
District (Proper Name)	<u>Franklin Boro</u>	School District	
District Address	street/p. o. box <u>50 Washington Avenue</u> city <u>Franklin, New Jersey 07416</u> zip code		
District Telephone	<u>973-827-9775</u>	Fax <u>973-827-6522</u>	Email
Chief School Administrator	<u>Thomas N. Turner, Ed.D.</u>		
Nominated School #1 (Proper Name)			
School Address	<u>Franklin Elementary School</u> street/p. o. box <u>50 Washington Avenue</u> city <u>Franklin, New Jersey 07416</u> zip code		
School Telephone	<u>973-827-9775</u>	Fax <u>973-827-6522</u>	Email
School Principal	<u>Dennis Snyder</u>		
Program Developer(s)	<u>Judy Gutlermer and Suzanne Crisman</u>		
Chief School Administrator's or Charter School Lead Person's Signature	<u>Thomas N. Turner</u>		

FOR USE BY COUNTY SUPERINTENDENT OF SCHOOLS ONLY	
Approved: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	County Superintendent's Signature <u>Benny A. Worman</u>

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**NEW JERSEY
BEST PRACTICES
1999-2000 APPLICATION**

Application Requirements:

- ◆ **RESPONSES to the information and the statements below must be ANONYMOUS.** No reference should be made to the names of the district or the school(s). Use the words "the school" or "the schools" in referring to the applicant in responding to the statements.
- ◆ **USE ONLY THE SPACE PROVIDED ON THE APPLICATION FORM on pages 1, 2 (if applicable) and 4 and THE NUMBER OF LINES SPECIFIED FOR RESPONSES to the statements.** Do not include any additional materials, as they will not be reviewed in the selection process.
- ◆ Application must be **keyboarded on 8 1/2" x 11" white paper, portrait format. Ten-point or larger computer font or twelve-pitch or larger typewriter font must be used.** (This sentence is in ten-point.)
- ◆ **KEYBOARDED RESPONSES** to the statements below must be **no more than a total of three pages.** Keyboard the statement followed by the response. Format your response to the number of lines specified.
- ◆ **The information on page 4 and the keyboarded responses to statements must be printed or copied on one side of the page. The information on pages 1 and 2 (if applicable) must be printed or copied on one side of the page.** Staple pages 1 and 2 (if applicable) and 4 and the keyboarded responses together.
- ◆ **The original application must be signed by the district chief school administrator or charter school lead person, indicating his/her approval.**
- ◆ **The original and seven copies of the application must be submitted to the county superintendent of schools by November 22, 1999, with the Itemized List of District Applications form.** Keep the seven copies of each application together with the original containing the signature of the district chief school administrator or charter school lead person on the top of each set.
- ◆ **FAILURE TO COMPLY WITH THE PROCEDURES FOR SUBMISSION OF THE APPLICATION MAY RESULT IN THE ELIMINATION OF THE APPLICATION.**

The following data is required to assist the panelists in the evaluation of the application:		
Type of School	Grade Levels	Practice Name <u>Rewind Theatre</u>
<input checked="" type="checkbox"/> Elementary School	<u>K-4</u>	
<input checked="" type="checkbox"/> Middle School	<u>5-8</u>	
<input type="checkbox"/> Junior High School		
<input type="checkbox"/> High School		Number of Schools with Practice <u>1</u>
<input type="checkbox"/> Other: _____		Number of Districts with Practice <u>1</u>

Check the ONE CATEGORY into which the practice best fits.		
<input type="checkbox"/> Arts (Visual and Performing Arts)	<input type="checkbox"/> Educational Technology	<input type="checkbox"/> Safe Learning Environment
<input type="checkbox"/> Assessment/Evaluation	<input type="checkbox"/> Health and Physical Education	<input type="checkbox"/> School-to-Careers/Workplace Readiness
<input type="checkbox"/> Bilingual Education and Diversity	<input type="checkbox"/> Language Arts Literacy	<input type="checkbox"/> Science
<input checked="" type="checkbox"/> Citizenship/Character Education	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Social Studies
<input type="checkbox"/> Early Childhood Education Programs	<input type="checkbox"/> Professional Development	<input type="checkbox"/> Special Education
<input type="checkbox"/> Educational Support/Guidance and Counseling Programs (services contributing to high student achievement)	<input type="checkbox"/> Public Engagement (family involvement and partnerships with business, community and/or higher education)	<input type="checkbox"/> World Languages

1. Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative, how it promotes high student achievement and how it can be replicated. **(Maximum of 50 lines for response)**
2. Describe the educational needs of students that the practice addresses and how they were identified. List the *Core Curriculum including the Cross-Content Workplace Readiness Standards** addressed by the practice and describe how the practice addresses the standard(s). **(Maximum of 50 lines for response)**
3. Document the assessment measures used to determine the extent to which the objectives of the practice have been met. **(Maximum of 60 lines for response)**

*The 1996 edition of the *Core Curriculum Content Standards* published by the New Jersey State Department of Education was disseminated to all districts and charter schools and is available on line through the department's website at <http://www.state.nj.us/education>.
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1. **Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative, how it promotes high student achievement, and how it can be replicated.**

Rewind Theatre is the opportunity for seventh grade students to identify, understand, and cope with daily social problems. The students demonstrate their knowledge and comprehension of peer issues through a musical theatre project that culminates in a performance for younger children in grades three and four. The program begins with role playing a scene that depicts an age-appropriate social dilemma. The scenario is then “rewound” giving the students the opportunity to replay the incident differently. The same scene is rewound several times to demonstrate the various coping skills that students can implement

Although *Rewind Theatre* appears to be designed to teach coping strategies to the younger students, it is really the ultimate social learning experience for seventh graders. This project is a collaborative effort involving the school guidance counselor, the music teacher, and the students. Through the leadership of a trusted adult, the students are able to bask in the success of a creative and original production that integrates subjects that are important to our youth. **As research indicates, children need to feel a sense of safety and security in order to be successful academically, and it is *Rewind Theatre* that paves the way for creating the healthy and nurturing school environment that promotes high achievement.**

The school year is divided into five cycles each comprised of approximately eight weeks. Students meet daily for seven weeks to prepare for the final performance that is delivered to small classes of third and fourth graders. Although there is an age difference between the actors and the audience, they share many common concerns including bullying, prejudice, peer pressures, and conflict resolution. The fifth cycle of students reviews each of the four areas presented earlier in the year. The guidance counselor facilitates the in-depth discussion that leads students to a greater understanding of the topics. For example, when discussing the subject of bullying, the children explore both sides of the situation – from the point of view of the aggressor as well as the victim. The seventh graders learn to recognize the reasons for intimidating behavior and also to understand why a person allows himself/herself to become the victim. Each topic explores the identification, cause, effect, and coping skills involved in diminishing the targeted behavior.

The success of the *Rewind Theatre* project is, in part, due to the implementation of Howard Gardner’s multiple intelligences during the learning process. Topics are presented through videos (visual intelligence); articles are read and discussed (linguistic and interpersonal intelligences), and students are asked to role play (bodily-kinesthetic intelligence). An important component of the program requires students to utilize their intrapersonal intelligence as they reflect upon their experiences with a controversial topic such as prejudice and participate in an experiment wherein curly-haired students are treated superior to straight-haired students. After first-hand experience regarding the effects discrimination can have on a person’s self-esteem, the students are able to tap their mathematical-logical intelligence as they problem solve for solutions to end intolerance. Finally, the multiple intelligence experience is encapsulated by the musical theme that binds the program together.

When all of the information on a subject has been gathered, the class divides into four groups, each developing its own mini-play targeting the topic. A song that is chosen by the seventh graders opens and closes each act. Using posters, the students list the coping (or rewinding) skills they will teach to the audience. Some of the posters dealing with the topic of bullying include: “Make Friends,” “Tell You Guidance Counselor or Parent,” and “Walk Away.” The “Rewind Dance” is introduced which gives the audience a few minutes to reflect upon what they have experienced. At the conclusion of the show, the posters are used to review the coping strategies presented.

Rewind Theatre has a profound effect on students at many different levels. **The objectives are to help the seventh graders to: 1) see themselves as leaders and positive role models; 2) become empowered and act positively; 3) develop an awareness of his/her own behavior as well as the behavior of others; and 4) develop tolerance and acceptance of another’s strengths and weaknesses. In addition, third and fourth graders learn to respect and value the seventh graders as well as learn the coping skills that they will need as they mature.**

Rewind Theatre is **unique and powerful** because it does more than use a theatrical presentation to identify a social problem; **it offers viable solutions to students for coping and dealing with the stress they may experience each day.** It connects students with the guidance counselor in a positive way by encouraging them to build a bridge that fosters communication and builds trust.

The materials needed to carry out this program include a video camera, a VCR tape, some music, and plenty of creativity and imagination. Therefore, it is easily replicated through the dedication and cooperation of a willing teacher, a guidance counselor, and a group of enthusiastic students. Although the format is simple, the crux of the program is developed through the experiences of the participating students. **The issues discussed can be tailored to fit the personality of any school and because each skit is original, no two performances are exactly alike.**

In today’s society, we as educators are very concerned with the acts of violence committed by our children. It is our responsibility to introduce students to the knowledge they need to harness their strong feelings. *Rewind Theatre* validates these emotions and offers the students options in resolving their conflicts. Armed with appropriate coping skills, they can act in a positive manner to avoid a tragic situation. *Rewind Theatre* allows students to discover that teachers, counselors, and most importantly, their peers care.

2. Describe the educational needs of students that the practice addresses and how they are identified. List the Core curriculum Content and Cross-Content Workplace Readiness Standards addressed by the practice and describe how the practice addresses the standard(s).

Life is filled with overwhelming problems for many students. When social pressures become too great, there can be little academic success. Many lives can be disrupted and affected by bullying, prejudice, peer pressures, and conflicts. *Rewind Theatre* empowers students and teaches ways to cope in the face of adversity. It strengthens character, creating leaders and positive citizens. It gives students choices to succeed.

The guidance counselor, classroom teachers, and students who were polled for their responses identified the focus topics selected for *Rewind Theatre* (bullying, prejudice, peer pressure, and conflict resolution) as the major areas of concern. These themes were appropriate for both seventh graders and their third and fourth grade audience.

Rewind Theatre addresses many skills in both the Cross-Content Workplace Readiness Standards and the Core Curriculum Standards. Workplace Readiness Standard 3 states, "All students will use critical thinking, decision making and problem solving skills." In order for the seventh graders to create their production, they needed to identify the problem and decide how it would be solved. (Ind. 1)

Students access resources (Ind. 4) from videos, periodicals, and the internet. They even participate in experiments (Ind. 6) to gain first-hand knowledge of the subject they will need to communicate. Seventh graders are given assignments to observe (Ind. 7) their peers during lunch and recess. The observation results about themselves and others are shared in class (Ind. 13). Students create original scenarios to reflect this information. Solutions to problems are identified and written on large posters. Ind. 15 states that students need to "apply problem solving skills to original and creative/design projects." Through *Rewind Theatre*, students demonstrate their solutions in a unique dramatic presentation.

Workplace Readiness Standard 4 states that "A student will demonstrate Self-Management Skills." Indicator 2 calls for students to "Work Cooperatively." *Rewind Theatre* teaches students to work collaboratively and cooperatively to accomplish a task. They create a scenario, rehearse, and help each other by providing ongoing constructive criticism. Most important is Indicator 6 that asks students to "demonstrate respect for people of different races, ages, religions, ethnicity, and gender." By working through the scenarios, students learn to become reflective, identify, and correct the prejudices they may feel.

Addressing Standard 1, "Career Planning and Workplace Readiness Skills," *Rewind Theatre* introduces students to service professions such as counseling, social work, and psychology. Interested students are encouraged to continue to serve in the roles of peer counselors. On a broader scale, today's employers look for the individual who is open, flexible, works well with peers, and whose focus is problem solving, all of which are developed through *Rewind Theatre*. Indicator #8 asks students "to speak before a group to express thoughts and ideas..." *Rewind Theatre* affords seventh graders the opportunity to interact with younger students as they moderate a discussion before and after each show. It fosters a sense of equality as students become aware that all voices are heard and respected.

This program, as required by the Core Curriculum Standard for Language Arts Literacy 3.1, addresses using "oral communication to influence the behavior of others." *Rewind Theatre* directly influences the behavior of third and fourth graders. It also creates the opportunity for seventh graders to learn how to comfortably speak to an audience which is an important life skill as well as a component of the ESPA/GEPA tests.

Life Skills are addressed in the Health and Physical Education Core Curriculum 2.2(4) where students learn to "define conflict, analyze the causes of conflict and violent behavior." Students are asked to learn "non-violent strategies to prevent and resolve" a conflict. When the seventh graders role play scenarios that typically elicit violent responses, they are also asked to explore more than one way to solve a problem. They learn how to react differently to channel violence into productive "rewind" solutions by practicing to say "no", mediate conflicts, provide support for a friend, and stand firm for something in which they believe [2.2(7)]. Seventh graders learn the dangers of prejudices. This responds to the Core Curriculum Standards in History [6.4(8)] that indicate a need to "understand how historical and contemporary ideas, perspectives, and occurrences have led to prejudices, discrimination, expulsion, genocide, slavery, and the Holocaust." As the seventh graders gain understanding, they also gain the knowledge they need to recognize, synthesize, and counteract these issues (Ind.13).

Rewind Theatre affords students the opportunity to create a musical production that addresses the Core Curriculum Standard in The Arts 1.2(3) as "students create, produce or perform works of dance, theater with others." As the students analyze and improve their production, they are involved in standard 1.4(2) "to offer critique in the evaluation of their own and other's work."

Social Studies Standard 6.4(7) directs students to "understand how family, community, and social institutions function to meet individual and group needs." *Rewind Theatre* is an excellent example of how older students can bond together to help, advise, and empower younger children while achieving the same results for themselves.

3. Document the assessment measures used to determine the extent to which the objectives of the practice have been met.

One assessment tool in measuring the effectiveness of *Rewind Theatre* is a student survey. At the end of each rotation, students are asked to respond to a series of questions eliciting their evaluation of the program's effectiveness. The latest survey results indicate:

Percentage of Students	Survey Response
100%	Understood the concepts presented
100%	Were able to define appropriate coping skills or strategies
95%	Felt that this classroom experience would positively effect his/her own behavior.
95%	Were more comfortable seeing themselves as a positive influence on younger children.
90%	Were more comfortable accessing guidance services.
87%	Felt that they could more effectively help themselves.

Third graders were asked to write comments about what they had experienced and learned. Responses include:

"I learned you can stand up for yourself and show that you can do something better."

"I learned that I can do a lot of things to defend myself."

"I never knew you could surprise a bully."

"I learned that if someone is being mean to you, it's because they are mad at something or their feelings are hurt."

Data from a comparative disciplinary summary report for 1997-1998 and 1998-1999 (Vice Principal's report) was examined to see if any marked changes occurred. Although there can be no direct correlation made between the *Rewind Theatre* program and behavior, disciplinary referrals decreased as indicated in the table below.

Incident	Percentage of Decrease
Fighting	- 70.6 %
Inappropriate behavior	- 28.6 %
Threats	- 66.6 %
Profane, Abusive, and Offensive Language	- 14.3 %

From the audience responses and observable student behavioral changes, *Rewind Theatre* has had an indelible impact on students' lives. If the third and fourth grade audiences can remember just one of the program "rewinds," there is success. The children also look toward the future when they will have the opportunity to change roles and actively participate as performers in the production. As older students they will not only perform for younger students, but will be reinforcing very important life skills.

This year the fourth graders were able to experience *Rewind Theatre* for the second time. When our narrator asked the students to identify a behavior, nearly every hand was raised. Last year, as third graders, only one or two reluctant students responded. The students remembered last year's shows and were very eager to watch again. As a result, they responded more enthusiastically as an audience. Teachers have also expressed that it helps with classroom discipline to use this common foundation of knowledge throughout the year in their classes.

Through the implementation of *Rewind Theatre*, changes in behavior have been observed that indicate that students have acquired a valuable social tool. As a result of the insights gained, children have approached younger students in order to stop a negative behavior. One eighth grade student intervened in a confrontation and told the younger students to "cool down and get calm" explaining that they needed to "discuss" the matter later. Positive action, followed by conflict resolution, was employed and a fight was avoided.

In eighth grade music class, the teacher frequently refers to *Rewind Theatre* by using "rewind" advice cards when conflict arises to cue coping strategies or conflict resolution techniques. For example, as two eighth grade students were engaged in an angry confrontation in the cafeteria, the teacher approached the students and used a line from *Rewind Theatre* that introduced coping strategies. She said, "This is what you can do..." This phrase got both students' attention, they laughed and worked out the problem. They hadn't forgotten.

Finally, the seventh graders express *Rewind Theatre*'s impact best. Comments from their post production survey include:

"The best advice I can give someone is to stand up for yourself because it will make you strong."

"Not only will I not pick on people that much, but I will also know what to do in certain situations."

"No matter how big the problem, you can always solve it."

"What I liked best about *Rewind Theatre* is that we worked together."

Measuring the effects of positive coping skills often takes time. Students need to feel confident to test what they have learned. It takes a lot of courage to stand alone among your peers, not to laugh at a racist joke, to stand up to a bully, or to walk away and not throw that punch. Hopefully this information will remain with students so that as they become older, they will use the "rewinds" with increasing efficacy. Whether the students use this information and coping skills now or ten years from now, the fact remains that they have them! Students have the ability to cope with difficult social situations that come their way as they progress through these challenging years of growth and development.